**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:2nd** | | | **Date(s)**: 9/6-9/10 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Interview | | |
| **Essential Question(s):**  How does asking and answering questions help me understand key ideas and details while I read?  What is the best way to share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Interview question stems  Checklist  Different biographies  Chart paper  Markers  Paper  Pencil  Reading Street T.E.  T.V.  Aver Key | | | | key idea story traits  plot setting statement  major events topic question  capitalization facts interview  context clues noun Realistic Fiction  conventions verb Historical Fiction  punctuation opinion Biography  details adjectives  period power point  question characters | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):**   * I can ask and answer WH questions. * I can recall and gather information from real life experiences.   **Instructional Plan:**   1. Model or watch an interview. 2. Discuss the types of questions asked and interviewing procedures. 3. In pairs – practice interviewing with specific questions from the homework interview. 4. Teacher read aloud - Choose a presidential biography to read to the class.   **Friday**   1. Bring back practice interviews. Practice reading and interviewing in partners.   **Monday**   1. Show an interview on the T.V. How was this interview like yours? How was it different? Reflect on the interview. 2. Teacher read aloud – Choose a biography to read to the class. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.8**. Recall information from experiences or gather information from provided sources to answer a question.  **L.2.2.** **Demonstrate command of the conventions of standard English capitalization, punctuation**, and spelling **when writing**.  **L.2.2.e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **I Can Statement(s):**   * I can use conventions and punctuation when writing. * I can use reference materials when writing.   **Instructional Plan:**   1. Write an opinion piece about a person being learned about and support it with facts.   **Friday**   1. Edit and revise piece from yesterday. Continue writing opinion pieces.   **Monday**   1. Write a thank you card to the community member that was interviewed. 2. The student will reflect upon their interview. How was it alike or different than other interviews? | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing  L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.  **I Can Statement(s):**   * I can correctly spell my weekly words. * I can use context clues to spell words correctly.   **Instructional Plan:**   1. Complete an activity from the Tic-Tac-Toe board.   **Friday**   1. Spelling test   **Monday**   1. Review long vowels. 2. Introduce new words – long vowel (e,o,u) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  **I Can Statement(s):**   * I can converse with peers and adults. * I can correctly interview and record their answers.   **Instructional Plan:**  See instructional plan listed above. | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; evidence of “partner work”.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * **Thank you note, reflect on interview** | | * **Pair share, small group, one on one help for interview questions and note taking** | | | * **Vocabulary cards and anchor charts posted** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Assessments for these standards are integrated within the plan** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*